Creating a University System for the 21st Century

Strategic Plan

State Board of Higher Education

November 2002

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

> "The North Dakota University System is the vital link to a brighter future"

Acknowledgements

The State Board of Higher Education acknowledges and expresses its appreciation to the 61 members of the Roundtable on Higher Education for their valuable contributions in helping define and reach consensus on a common vision, a clear set of expectations and the accountability measures for the University System. The vision and expectations developed by the Roundtable provide the foundation for this strategic plan.

Special appreciation is extended to Senator David Nething for the extensive time he devoted to the Interim Committee on Higher Education and for his considerate leadership as chairman of the Roundtable. The Board also expresses appreciation to the executive branch and to the members of the 2001 Legislative Assembly for enacting legislation relating to the University System which is based upon trust and the recommendations of the Roundtable. The Board acknowledges the private sector representatives who generously contributed their time and knowledge toward creating a University System which is future-focused and more closely aligned with the needs and opportunities of students and the economy of North Dakota.

The knowledge, experience and integrity of Dennis Jones and Charles Schwahn, as consultants to the Roundtable and to the development of this strategic plan, have been invaluable. We extend our appreciation to them. Lastly, and equally as important, we extend our gratitude to the campus presidents, students, faculty and staff who became directly involved in, or provided recommendations to, the Roundtable and to the Board for inclusion in this strategic plan. With appreciation:

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Drawn by a Vision

A well-designed and properly implemented strategic plan allows an organization to be ***"drawn by a vision rather than driven by a budget."*** In that regard, it should be emphasized that the process of strategic planning is as important as the finished product.

The process used to develop the vision, mission and goals of the North Dakota University System's strategic plan is described in the report, *"A North Dakota University System for the 21*[st] *Century, The Report of the Roundtable."* A summary of that process is included in this plan.

There are several companion documents and tools which, when taken collectively, are useful in transforming the vision and mission of an organization into reality. Those documents and tools include:

A. **Strategic Plan.** A strategic plan, in addition to the mission, core values, etc., includes the long-range goals of an organization. It also includes the long-range objectives which, when completed, will help achieve each of the long-range goals. A strategic may also include the projected resource requirements for achieving the mission and goals.

B. **Annual Operating Plan.** An important companion document to the strategic plan is the annual operating plan which serves to convert the strategic plan into short-range specific achievable results. The purpose of an annual operating plan is to "carve out" and implement the portion of the strategic plan to be accomplished during the coming year. Specifically, it includes the objectives, or portions thereof, from the strategic plan to be implemented and/or achieved during the year.

C. **Action Plans.** Once the objectives for the year are determined, an action plan for achieving each objective can be developed. An action plan describes the selected action steps/strategies for accomplishing each objective. Action plans represent a major sub-part of the annual operating plan and typically include: the start date, benchmark events and/or dates, a target completion date, success indicators/accountability measures, and the person or entity responsible for accomplishing each objective. Action plans often include the finance and human resource requirements necessary for successful completion of the respective objectives. In addition to helping "operationalize" the strategic plan, action plans can be used to chart and monitor progress toward achieving each of the annual objectives.

D. **Conversion Worksheets.** Conversion worksheets are a useful tool for converting long-range goals and objectives in a strategic plan into short-term objectives for an annual operating plan (see appendix). The conversion worksheets are designed to help the leadership of an organization determine the portion of the total picture (the portion of the long-range goals and objectives) to be accomplished during the coming year.

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Appendix B

North Dakota University System
STRATEGIC PLAN

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**"The North Dakota University System is
the vital link to a brighter future."**

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I. Taking Action

The State Board of Higher Education (SBHE), the Chancellor's Cabinet, and North Dakota legislative leadership all recognized the need to involve major stakeholders of higher education in the strategic planning process of the North Dakota University System (NDUS). The critical step in acting on that recognition was a resolution passed by the 1999 Legislative Assembly directing a study of higher education and specifically recommending the involvement of the governor, the SBHE, the executive branch, NDUS campuses, tribal and private colleges, and representatives of business and industry. The result was the formation of the 61-member roundtable.

In July 2000, the SBHE adopted the expectations and recommendations of the roundtable and is moving aggressively toward implementation. The overall goal and cornerstones developed by the roundtable upon which the North Dakota University System for the 21st century should be built, provide the foundation for the University System's strategic plan.

The SBHE realizes a successful strategic plan for any organization is contingent upon the meaningful and continued involvement of the major stakeholders. Such involvement is essential for reaching understanding, building trust and obtaining "buy-in" on the goals and objectives of the plan.

It is the intent of the SBHE to continue the involvement of the major stakeholders of higher education in reviewing, evaluating and updating the strategic plan for the NDUS through an ongoing process similar to the 1999-2000 roundtable. By doing so, we believe we can build a university system for North Dakota as envisioned and articulated by members of the roundtable and described in this plan, i.e., a university system that meets the rapidly changing needs and opportunities of students and the state, is entrepreneurial in its thinking and action, and where responsible risk-taking and failure are expected and accepted.

II. Process Used

The process used in providing information and guiding discussion by the roundtable (therefore, this strategic plan) consisted of five components: (1) shifts, trends and future conditions (2) North Dakota and NDUS realities (3) identification of vision/expectations (4) recommendations and (5) accountability measures and success indicators.

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┌─────────────────────────┐        ┌─────────────────────────┐
│  Shifts, Trends, & Future │      │   ND and NDUS Realities  │
│        Conditions         │      │                          │
└─────────────────────────┘        └─────────────────────────┘
              ↘                          ↙
            ┌─────────────────────────┐
            │    Vision/Expectations   │
            └─────────────────────────┘
                        ↓
            ┌─────────────────────────┐
            │     Recommendations      │
            └─────────────────────────┘
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            ┌─────────────────────────┐
            │      Accountability      │
            │  Measures and Success    │
            │       Indicators         │
            └─────────────────────────┘
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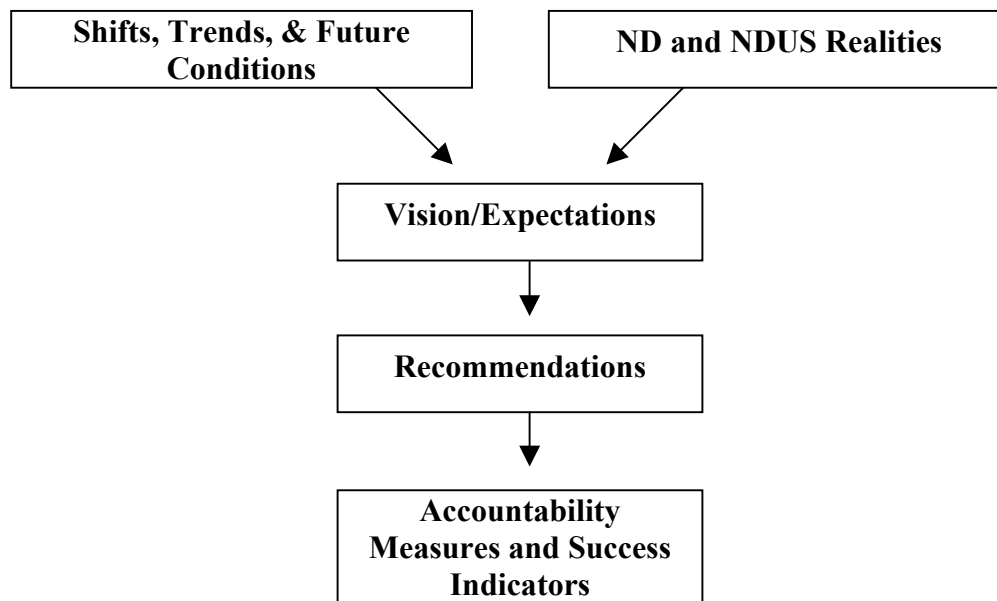
III. Results of External and Internal Environmental Scanning

Several sources of information were used by the roundtable to assess the external and internal environments in which the University System will function in the 21st century. Those sources include:

- *Future Conditions and Trends that will Impact North Dakota and the University System*, a report by consultant Charles Schwahn.
- *North Dakota Realities*, a report by consultant Dennis Jones.
- Assumptions about North Dakota and the role of the NDUS provided through roundtable discussion sessions.
- Major themes and expectations developed by the six task forces based on their views of the future of North Dakota and the role of the University System in serving the needs of students and the citizens of the state.
- Views provided by faculty, staff and students through various University System councils; campus organizations; faculty and student SBHE representatives, and a listserv.
- Direct input from constituent groups and the public provided to the task forces.

A summary of the results of the external and internal environmental scanning described above is presented in the Roundtable Report in the section titled, "The Look Into the Future." That section reads:

A Look Into the Future

The task assigned to the roundtable was future-oriented – it was to address the expectations of the NDUS in meeting the state's needs in the coming century. In fulfillment of that charge, the members reviewed global trends which are shaping the environment in which North Dakotans must increasingly live and compete, an environment characterized by rapid change, the ever-present and vastness of information technology and its power to eliminate barriers of time and distance, and the fact that these forces create conditions in which competence is capital and knowledge is power. They also reviewed trends specific to North Dakota, trends that at the very least are disquieting. They looked into the future and saw a state that, in the absence of overt action, would continue to:
- Lose population, especially young people and adults in the prime working years of their lives.
- Fall further and further behind the rest of the country in per capita income, threatening the ability of its citizens to maintain their quality of life.
- Be unable to compete in the new information-based economy.

These leaders refused to accept this view of the state's future as inevitable. They are firm in their belief that North Dakota and its citizens deserve better. They quickly came to a consensus; bold steps were needed to change the downward trajectory of the state – steps that must be pursued with the **utmost urgency**. There was also agreement that the longer the current trends continue, the more difficult it will be to reverse them.

Out of this consensus arose the roundtable's expectations for the North Dakota University System – the NDUS would focus its considerable assets and talents on:
- Promoting expansion and diversification of the state's economy.
- Enhancing the quality of life of the citizens of the state.

Their broad expectation is the NDUS (as a **system**, not as a collection of campuses) will become the prototype land-grant institution of the 21st century, and it will be:
- Academically competitive, nationally and internationally.
- Engaged at every level with the needs and problems of the state and its citizens.
- Accessible and responsive to all citizens of the state, both individual and corporate.

Their vision for the NDUS is, in 10 years, it will have created a win-win strategic alliance with the economic entities in the state and is a major player and primary engine in reversing the economic and demographic trends of the 1990s; it will have high quality, innovative learning opportunities, tailored to the needs of individual clients, readily accessible to all adult learners in the state; and it will have proven to be a solid investment for the state and is seen as such by its citizens.

This is a lofty vision, but one uniformly viewed by members of the roundtable as both attainable and absolutely essential to the future of the state.

IV. Merging the Strategic Plans

A comparison was made of the six cornerstones developed by the roundtable and the seven goals of the NDUS Strategic Plan for 1998-2004. It was determined that all of the major components which comprise the seven goals of the strategic plan for 1998-2004 are covered within one or more of the six cornerstones of the *Roundtable Report*. Details are provided in the report titled, "*A Comparison of the Recommendations of the Roundtable with the NDUS Strategic Plan (1998-2004)*."

A comparison was also made of the 92 specific recommendations developed by the roundtable in relationship to the strategies (at the University System level and campus level) included in the 1998-2004 strategic plan. It was concluded there was considerable overlap of the recommendations of the *Roundtable Report* and the strategies included in the strategic plan.

Even though there was considerable overlap of the strategic plan compared to the *Roundtable Report*, there were also important fundamental differences which needed to be taken into consideration and factored into a new strategic plan. To appropriately capture and reflect those important differences, the *Roundtable Re*port is used as the basis for the new strategic plan rather than making revisions to the 1998-2004 Strategic Plan. Therefore, the new plan is built around the assumptions regarding the future, the cornerstones and the expectations expressed in the *Roundtable Report*. However, it also retains the relevant and high-priority components of the 1998-2004 strategic plan.

V. Expansion of Mission

The major impact of the roundtable is reflected in the change in the NDUS mission statement. Previously, the NDUS had a somewhat narrow mission statement which focused on meeting the educational needs of traditional students on campus. The roundtable recommended the NDUS broaden its mission to include enhancing the economic and social vitality of North Dakota.

The roundtable also provided the basis for establishing a vision statement which captures and articulates the vital role the NDUS will need to play in creating a brighter future for the state and for all those it serves.

VI. Vision

"The North Dakota University System is the vital link to a brighter future."

A brighter future for:
- *Our students*
- *The citizens of North Dakota*
- *All those we serve*

A brighter future through:
- *A University System where students have the opportunity to receive the education necessary to be professionally and personally successful;*
- *High quality, innovative learning opportunities tailored to the needs of students and other clients and readily accessible to all learners in the state;*
- *The creation of strategic alliances with economic entities in the state and being a major player and primary engine in impacting the economic and demographic trends;*
- *A University System which is a solid investment for the state and is seen as such by its citizens.*

VII. Mission

"To enhance the quality of life for all those we serve and the economic and social vitality of North Dakota through the discovery, sharing and application of knowledge."

Beliefs of North Dakota University System:

- **We believe** the most valuable asset of any state is its human capital: well-educated and highly skilled citizens, employees, business owners, community leaders, and contributing members of society.

- **We believe** a brighter future for North Dakota is directly linked to and dependent upon its University System. Likewise, a brighter future for the University System is linked to the economy of North Dakota.

- **We believe** the University System, in conjunction with the elected and private sector leadership in North Dakota, can and should take positive steps to enhance the economy of North Dakota.

- **We believe** depopulation is a major threat to the overall viability of North Dakota and if not addressed, with urgency, the infrastructure, quality of life, and services available to the citizens of the state will diminish.

- **We believe** faculty are the foundation of the North Dakota University System.

- **We believe** performance of the University System will be enhanced in an environment which is conducive to innovation, creativity, and flexibility – coupled with appropriate accountability.

- **We believe** in the implementation of education programs and curriculums to meet the needs of a culturally diverse student population and to prepare students to interact in an increasing pluralistic society.

- **We believe** the citizens and the legislature created and expect the University System to function as a system; i.e., to collaborate, whenever appropriate and feasible, in offering programs, serving students and citizens, and in providing administrative services.

- **We believe** the benefits of the University System can and should be available to all of North Dakota, geographically and demographically.

- **We believe** it is important for all the key stakeholders of the University System to adopt and apply the same set of expectations and accountability measures which were identified and agreed to by the 1999 roundtable.

- **We believe** it is possible to create a University System for the 21st century, as envisioned by the roundtable and further believe making it a reality will require all entities to do their part as described in the Roundtable Report.

Core Values of North Dakota University System:

The core values are to be reflected in how the SBHE and all personnel of the University System carry out responsibilities on a daily basis:
- High integrity
- Open, honest, forthright and mutually respectful in discussion and actions
- Trustworthy
- Accountable
- Cooperative valued partner with other state agencies and entities
- Responsible stewards of state investment in the University System
- Scholarship and the pursuit of excellence in the discovery, sharing, and application of knowledge
- Support and embrace diversity

IX. Long-Range Goals of the SBHE[*]

Goal 1: Take the leadership in ensuring key steps required for implementation of the *Roundtable Report* are taken, specifically to develop and recommend (to the legislative and executive branches): (a) a long-term plan for the financing of the NDUS; (b) a resource allocation mechanism; and (c) accountability mechanisms, both performance and fiscal.

Goal 2: Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS.

Goal 3: Develop a University System which has intellectual capacity and programs aligned with the needs of the state.

Goal 4: Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota: (a) learning centers; (b) distance delivery; (c) collaborative delivery; and (d) duplicated programs where appropriate.

Goal 5: Cooperate with other participants in collectively moving the agenda of the roundtable forward.

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[*] Summary Recommendations of the Roundtable to the State Board of Higher Education, The Report of the Roundtable, May 25, 2000, Page 63.

X. Objectives for Achieving Long-Range Goals

Potential objectives have been drafted which, if completed, would achieve each of the long-range goals. Obviously, some of the objectives can be achieved in a year or less, while others may take considerably longer. Having a complete listing of potential objectives required to achieve the long-range goals is intended to assist the SBHE during its annual retreat in selecting those, or portions there-of, to be achieved during the coming year. The SBHE in any given year, will likely adopt additional objectives beyond those drafted, for example, those relating to developing a needs-based budget and conducting SBHE self assessment.

The objectives were developed from, and are the result of, breaking each long-range goal into separate achievable components which satisfy the five essential criteria for an objective: **S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**ime-bound (**SMART**). See appendix for more detailed descriptions and criteria recommended for developing meaningful objectives.

It should be noted the objectives in a strategic plan are designed to be of a higher level and more encompassing than those in the corresponding annual operating plan. It is in the operating plan where the objectives are narrowed, focused and thereby become measurable with specific target completion dates.

> **Goal 1: Take the leadership in ensuring key steps required for implementation of the Roundtable are taken, specifically to develop and recommend (to the legislative and executive branches): (a) a long-term plan for the financing of the NDUS; (b) a resource allocation mechanism; and (c) accountability mechanisms, both performance and fiscal.**

Objective 1-1: Develop a long-term plan for the financing of the NDUS.

Objective 1-2: Develop a resource allocation mechanism.

Objective 1-3: Identify no less than one source and mechanism for each accountability measure needed for routinely (automated as much as possible) obtaining financial and performance accountability data with projected timelines for developing the various mechanisms.

Objective 1-4: Complete the development of mechanisms needed for routinely obtaining financial and performance accountability data.

Objective 1-5: Identify and discontinue data and data-collection practices which can be terminated as a result of the accountability measures identified and agreed to by the Roundtable.

> **Goal 2: Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS.**

Objective 2-1: Change policies and eliminate procedures to allow and encourage flexibility with accountability and to foster entrepreneurial leadership regarding achievement of campus and University System missions and goals.

Objective 2-2: Determine, through the appropriate measuring devices, the proportion of University System decisionmakers (deans and higher levels) indicating whether they can operate more flexibly now than in the past.

> **Goal 3: Develop a University System which has intellectual capacity and programs aligned with the needs of the State.**

Objective 3-1: Assure, through approval by the SBHE, the plans developed by the campuses are, and continue to be, aligned with the cornerstones and expectations of the Roundtable.

Objective 3-2: Expand the offering of educational courses on the topic of entrepreneurship throughout the state.

Objective 3-3: Convene, with the North Dakota Department of Commerce, a Research and Development summit which: (1) showcases the research being done in the North Dakota University System, (2) reinforces the value of research and development to economic growth, and (3) encourages entrepreneurial behavior and the use of the principles of entrepreneurship to expand existing businesses and create new businesses in the State.

Objective 3-4: Convene a summit which: (1) showcases the contributions and impact of the liberal arts to the educational, social and economic development needs and opportunities of the State; (2) reinforces the value of a liberal arts education, and; (3) encourages entrepreneurial behavior and the use of the principles of entrepreneurship to expand existing businesses and create new businesses in the state.

Objective 3-5: Support funding for and utilize partnerships, internships and/or local support to provide students access to current and relevant equipment and technology which will enable students to make a smooth transition into the workplace.

> **Goal 4: Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota: (a) learning centers; (b) distance delivery; (c) collaborative delivery; and (d) duplicated programs where appropriate.**

Objective 4-1: Enhance or expand learning centers as necessary to assure the capacities of the NDUS are accessible throughout the state.

Objective 4-2: Increase distance delivery of courses and programs.

Objective 4-3: Increase collaboration among University System campuses and tribal and private colleges in the delivery of courses, programs and services.

Objective 4-4: Increase availability of courses and programs throughout the state, including duplication where appropriate.

Goal 5: Cooperate with other participants in collectively moving the agenda of the Roundtable forward.

Objective 5-1: Develop and maintain a plan for sustaining the vision created by the Roundtable.

Objective 5-2: Prepare an annual report on progress in implementing the NDUS Strategic Plan and present progress report at annual Roundtable meeting.

Objective 5-3: Ensure the Roundtable is convened on an annual basis, in cooperation with the North Dakota Legislative Council and other major stakeholders, to gain new input from stakeholders and to report on progress on the part of the University System and its stakeholders.

Objective 5-4: Develop and implement a communications plan for the purpose of keeping the University System, major stakeholders and citizens informed of successes, achievements and progress of the University System toward the vision and expectations expressed in the Report of the Roundtable.

XI. Accountability Measures

North Dakota University System
**Performance and Fiscal Accountability Measures
Included in SB2003 and
Additional Measures Adopted by the State Board of Higher Education (SBHE)**

(1) No.	(2) Description	(3) SB2003 or SBHE	(4) Cornerstone Assigned	(5) (6) Reporting Level (System[1], Tier[2], Campus[3], Other[4])		(7) Reporting Timeline	(8) Data Source
				Reporting Level to Legislature	**Reporting Level to SBHE**		
1.a.	Student performance on nationally recognized exams in their fields compared to the national averages	SB2003	Education Excellence	By Professional Area	By Campus	2002	• Campus Data • National Exam Administration
1.b.	First-time licensure pass rates compared to other states.	SB2003	Education Excellence	By Professional Area	By Campus	2001	• National Licensing Boards
1.c.	Alumni-reported and student-reported satisfaction with preparation in selected major, acquisition of specific skills, and technology knowledge and abilities.	SB2003	Education Excellence	By System	By Campus	2003	• American College Testing (ACT) or Noel Levitz Alumni Survey • ACT Student Opinion Survey or Noel Levitz Student Satisfaction Survey Combined with Noel Levitz Institutional Priorities Survey
1.d.	Employer-reported satisfaction with preparation of recently hired graduates.	SB2003	Education Excellence	By System	By Campus	2003	• Campus Placement Offices
1.e.	Biennial report on employee satisfaction relating to the university system and local institutions.	SB2003	Flexible and Responsive System	By Campus Per Legislative Request	By Campus	2003	• Noel Levitz Institutional Priorities Survey • Other Employee Surveys • Higher Education Research Institute Report (HERI)
1.f.	Ratio of faculty and staff to students.	SB2003	Education Excellence	By Tier	By Campus	2002	• Annual Budget—FTE faculty and staff Fall enrollment report
1.g.	Student graduation and retention rates.	SB2003	Education Excellence	By System	By Campus	2003	• Integrated Postsecondary Education Data System (IPEDS) • Student Progress and Achievement Reporting Cooperative (SPARC) • Graduation Rate Survey • Noel Levitz Retention Mgmt. System or ACT Non-Returning Student Survey • National Clearinghouse

[1] System-wide average presented
[2] An average for each type of campus presented (i.e., two-year, four-year, master's and doctorate
[3] Data presented for each of the 11 individual campuses
[4] Data presented by professional program (i.e., law, nursing, pharmacy, etc.)

(1) No.	(2) Description	(3) SB2003 or SBHE	(4) Cornerstone Assigned	(5) Reporting Level to Legislature	(6) Reporting Level to SBHE	(7) Reporting Timeline	(8) Data Source
				Reporting Level (System[1], Tier[2], Campus[3], Other[4])			
2.a.	Enrollment in entrepreneurship courses and the number of graduates of entrepreneurship programs.	SB2003	Education Excellence	By System	By Campus	2002	• Higher Education Computer Network (HECN) • IPEDS Enrollment Report & Graduation Rate Survey
2.b.	Percentage of university system graduates obtaining employment appropriate to their education in the state.	SB2003	Education Excellence	By System	By Campus	2002	• Follow-up Information on North Dakota Education & Training (FINDET) • Placement Offices • Employer Surveys
2.c.	Number of businesses and employees in the region receiving training.	SB2003	Economic Development Connection	By System (Info by Quadrant will be in Campus Year-end Report)	By Campus	2001	• Workforce Training Quadrants • Campus Continuing Education Office
3.a.	Proportion of residents of the state who are within a 45-minute drive of a location at which they can receive educational programs from a provider.	SB2003	Accessible System	By System	By Campus	2002	• North Dakota Data Census Center • 45-minute map
3.b.	Number and trends of enrollments in courses offered by nontraditional methods.	SB2003	Accessible System	By System	By Campus	2001	• Campus Administrative Information System (AIS) information through HECN
4.a.	Tuition and fees on a per student basis compared to the regional average.	SB2003	Accessible System	By Tier	By Campus	2001	• Washington Tuition and Fee Survey
4.b.	Tuition and fees as a percentage of median North Dakota household income.	SB2003	Accessible System	By Tier	By Campus	2001	• Washington Tuition and Fee Survey • U.S. Census Bureau
4.c.	Cost per student in terms of general fund appropriations and total university system funding.	SB2003	Funding and Rewards	System	By Campus	2001	• Audited financial statements • Fall enrollment report
4.d.	Administrative, instructional, and other cost per student.	SB2003	Funding and Rewards	System	By Campus	2001	• Audited financial statements • Fall enrollment report
4.e.	Per capital general fund appropriations for higher education.	SB2003	Funding and Rewards	System	By Campus	2001	• Audited financial statements • U.S. Census Bureau
4.f.	State general fund appropriation levels for university system institutions compared to peer institutions general fund appropriation levels.	SB2003	Funding and Rewards	By Campus	By Campus	2002	• IPEDS data

[1] System-wide average presented
[2] An average for each type of campus presented (i.e., two-year, four-year, master's and doctorate
[3] Data presented for each of the 11 individual campuses
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(1)	(2)	(3)	(4)	(5) Reporting Level (System[1], Tier[2], Campus[3], Other[4])		(7)	(8)
No.	Description	SB2003 or SBHE	Cornerstone Assigned	Reporting Level to Legislature	Reporting Level to SBHE	Reporting Timeline	Data Source
5.a.	Percentage of total university system funding used for instruction, research, and public service.	SB2003	Funding and Rewards	System	By Campus	2001	• Audited financial statements
5.b.	Percentage of total university system funding used for institutional support, operations, and maintenance of physical plant.	SB2003	Funding and Rewards	System	By Campus	2001	• Audited financial statements
5.c.	Ratio measuring the funding derived from the operating and contributed income compared to total university system funding	SB2003	Funding and Rewards	System	By Campus	2001	• Audited financial statements
5.d.	Ratio measuring the size of the university system's outstanding maintenance as compared to its expendable net assets.	SB2003	Funding and Rewards	System	By Campus	2002	• Campus master plans *Laura* • Audited financial statements
5.e.	Ratio measuring the amount of expendable net assets as compared to the amount of long-term debt.	SB2003	Funding and Rewards	System	By Campus	2001	• Audited financial statements
5.f.	Research expenditures in proportion to the amount of revenue generated by research activity and funding received for research activity.	SB2003	Economic Development	System	By Campus	2002	• Audited financial statements • Other sources not yet identified
5.g.	Report on new construction and major renovation capital projects for which specific appropriations are made, including budget to actual comparison, use of third-party funding, and related debt.	SB2003	Funding and Rewards	By Campus	By Campus	2001	• HECN General Ledger
6.a.	Higher education financing – a status report on higher education financing as compared to the long-term financing plan.	SBHE	Funding and Rewards	By Campus	By Campus	2002	• Long-term financing plan (IPEDS data)
6.b.	Incentive funding, including the allocation and use of incentive funding.	SBHE	Funding and Rewards	System	By Campus	2002	• HECN General Ledger • Campus records

[1] System-wide average presented
[2] An average for each type of campus presented (i.e., two-year, four-year, master's and doctorate
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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				Reporting Level (System[1], Tier[2], Campus[3], Other[4])			
No.	Description	SB2003 or SBHE	Cornerstone Assigned	Reporting Level to Legislature	Reporting Level to SBHE	Reporting Timeline	Data Source
6.c.	State general fund appropriation levels and trends as compared to changes in the state's economy and total state general fund appropriations.	SBHE	Funding and Rewards	System	By Campus	2002	• OMB State Appropriation Reports
6.d.	An equipment expenditure ratio that measures the total funds used for equipment replacement as compared to the total inventory value (report biennial figures).	Rec	Education Excellence	Not Reported	By Campus	2002	• Audited financial statements
6.e.	Percentage of total university system funding used for academic support, student services, and scholarships and fellowships.	SBHE	Funding and Rewards	System	By Campus	2001	• Audited financial statements
7.a.	Workforce training information, including levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training.	SBHE	Economic Development Connection	By System (Info by quadrant will be in campus year-end reports).	By Campus	2001	• Workforce Training Quandrants
7.b.	Partnerships and joint ventures—levels and trends in partnerships and joint ventures between university system institutions.	SBHE	Accessible System	By System – with campuses identified in the data	By Campus	2002	• Campus Articulation Agreements • North Dakota University System Distance Education Log • Number of Collaboratively Flagged Students
7.c.	Student goals—levels and trends in the number of students achieving goals— institution meeting the defined needs/goals as expressed by students.	SBHE	Education Excellence	By System	By Campus	2003	• ACT Entering Student Survey • ACT College Outcome Survey

[1] System-wide average presented
[2] An average for each type of campus presented (i.e., two-year, four-year, master's and doctorate
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				Reporting Level (System[1], Tier[2], Campus[3], Other[4])			
No.	Description	SB2003 or SBHE	Cornerstone Assigned	Reporting Level to Legislature	Reporting Level to SBHE	Reporting Timeline	Data Source
7.d.	Student enrollment information, including, a) total number and trends in full-time, part-time, degree-seeking, and non-degree-seeking students being served; b) The number and trends of individuals, organization, and agencies served through noncredit activities.	SBHE	Accessible System Task Force	By System	By Campus	a=2001 b=2002	• a. Campus AIS information through HECN b. Workforce Training Quadrants & Campus Continuing Education Offices
7.e.	Client satisfaction— levels of satisfaction with responsiveness as reflected through responses to evaluations and surveys of clients, a) Graduates and individuals completing programs, b) employers, c) Companies and employees receiving training.	SBHE	Flexible and Responsive System	By System	By Campus	a=2001 b=2003 c=2001	• a. ACT or Noel Levitz Alumni Survey b. ACT or Noel Levitz Survey b. Workforce Training Quadrants & Campus Continuing Education Offices
7.f.	Noncompleters satisfaction—levels of satisfaction and reasons for noncompletion as reflected in a survey of individuals who have not completed their program or degree.	SBHE	Education Excellence	By System	By Campus	2003	• ACT College Outcome Survey or Noel Levitz Retention Mgmt. System • Campus Exit Interviews
7.g.	Student participation— levels and trends in rates of participation of , a) Recent high school graduates and nontraditional students, b) Individuals pursuing graduate degrees.	SBHE	Accessible System	By System	By Campus	2002	• a. HECN • b. Campus AIS information through HECN

[1] System-wide average presented
[2] An average for each type of campus presented (i.e., two-year, four-year, master's and doctorate
[3] Data presented for each of the 11 individual campuses
[4] Data presented by professional program (i.e., law, nursing, pharmacy, etc.)

XII. Long-Term Finance Plan

The State Board of Higher Education (SBHE), at the November 2001 meeting, gave final approval of the Long-Term Finance Plan and Resource Allocation Model.

Principles

The SBHE, on October 8, 2001, adopted the following statements as the board's beliefs and principles, which serve as the foundation of the long-term finance plan and resource allocation model:

We believe the:

1. Funding for higher education should be a **shared responsibility** of the state (through state general fund appropriations), students (through tuition), and campuses (through efficiency and generating other revenues).
2. Campuses should be encouraged to **generate additional revenues**.
3. Campuses should be encouraged to **diversify their revenue sources**.
4. Campuses, faculty and staff should be **rewarded and recognized** for behavior consistent with the roundtable principles (i.e. **flexible, responsive, entrepreneurial, accountable, collaborative**).
5. Campuses should be given the **flexibility to set price**; however, the SBHE should continue to be accountable for maintaining affordability for North Dakota citizens. The board would continue to approve a base tuition rate for each campus, with campuses given increased flexibility to charge additional tuition for targeted courses/programs (e.g. high demand, high cost, etc.) and discounting policies.
6. Campuses should **retain their current state general fund appropriations** as base operating funds and biennial appropriations should be provided to **address parity** or inflationary operating cost increases (i.e., cost-to-continue salary increases from the previous biennium, operating and utility inflation, and new compensation and benefits adjustments) to this base.
7. **Equity differentials**, based on **peer comparators**, should be regularly addressed in appropriations based on agreed-upon targets (i.e., benchmark, state/student share, phased approach to reaching benchmarks) and outlined in the finance plan.
8. State should invest in activities that **support statewide priorities** through separate initiative appropriations to the SBHE. Funds should be allocated from the board initiative appropriation to encourage and **reward collaboration** between campuses.
9. Campuses should be **held accountable for the outcomes** of the goals and objectives outlined in their campus strategic plans and roundtable campus alignment plans.
10. The campuses' **unique missions should be recognized** in establishing base operating funding, and adequate funds should be provided to **maintain institutional capacity** to achieve their missions.
11. Campuses should be given the **flexibility to allocate resources** consistent with the priorities established in their campus strategic plans.
12. The SBHE should request and the legislature should provide dedicated appropriations for the **maintenance and replacement** of state assets (facilities and infrastructure).

Long-term Finance and Resource Allocation Policies
On October 8, 2001, the SBHE adopted on first reading the following long-term finance plan and resource allocation model. The board reviewed the model again in November 2001, while proceeding toward development of the 2003-05 budget request. The long-term finance plan and resource allocation model includes: (1) an operating budget (2) capital financing incentive fund, and (3) state priorities funding.

Operating Budget

1. A biennial appropriation request will be made by the SBHE and appropriations will be provided by the Legislative Assembly comprised of the following components in accordance with state statute approved by the 2001 Legislative Assembly in SB2003:
   - Base operating budget *(principles 1, 3, 4, 6, 7, 10, 11)*
   - Capital asset funding *(principle 12)*
   - Special initiative funding *(principles 4, 8)*

2. Operating fund benchmarks will be established for determining funding requests and legislative appropriations for each institution using data from peer comparator institutions.
   a. These operating benchmarks will be established on the basis of comparing unrestricted revenues: state appropriations and **net** tuition revenues.
   b. The benchmarks will be established using the most recently available national Integrated Postsecondary Education Data Systems (IPEDS) data and reestablished, **at a minimum,** every six years. In the intervening years, the benchmark numbers should be changed by a percentage amount equivalent to the changes in the National Consumer Price Index (CPI). The NDUS numbers will be adjusted for actual biennial increases in appropriations.
   c. Based on board approval on October 16, 2000, the following criteria were used for the selection of the peer comparators:
      - Public institutions only (had to deviate from this criteria for MaSU and VCSU due to the limited number of public peer comparators)
      - City size (had to deviate from this criteria due to the difficulty of application)
      - Carnegie classification of institutions
      - Land grant or medical school
      - Total FTE students
      - Total headcount enrollment
      - Percent part-time headcount
      - Degrees awarded (certificate, associate, baccalaureate, master's, etc.)
      - Degree program mix (natural science, education, business, engineering, humanities, etc.)

Based on these criteria, the SBHE adopted the operating benchmarks (combined state appropriation and net tuition revenues) for each institution. These benchmarks will be used to develop biennial budget requests and final legislative appropriations as outlined on page 5.
(principles 2, 3, 5, 6, 10, 11)

3. Funding of institutions reflects a shared responsibility among the various stakeholders. Funding targets were established based on the following factors: ensuring regional access, enrollment size of each campus, program type (undergraduate vs. graduate programs) and historical - tiered tuition rate structure. The recommended funding targets to be used in determining state general fund budget requests and legislative appropriations are as follows:

	% state	% student
UND/NDSU	60	40
MiSU	65	35
MaSU/VCSU/DSU	70	30
Two-year	75	25

(principles 1, 2, 3, 5, 6, 10)

4. Budget requests and legislative appropriations will be developed to first move all institutions currently below 85% of their peer benchmark to 85% within six years, and next to move all campuses below 95% of their peer benchmark to 95% in 12 years.
(principles 1, 2, 5, 6, 7)

5. Base funding requests and legislative appropriations will be based on the following:
   a. Base funding continues to be provided to all 11 institutions and also includes biennial operating fund increases to address parity.
   b. Current general fund appropriations will not be reallocated among campuses.
   c. A portion of increased state general fund appropriations will be allocated on a biennial basis, both to parity and to resolve equity differentials. Funding parity is the first priority. However, no more than 80% of all new funding should be allocated to parity and no less than 20% of new funds should all be allocated to equity.
   d. Equity funds will be distributed based on a weighted average of each campus's gap differential to their peers and the agreed-upon phased approach to reaching the benchmark targets (i.e., 85% in six years).
   e. State general fund appropriations will not be reduced for any campus from the previous biennium, until such time the campus exceeds 105% of their peer benchmark, or enrollment declines are significant enough to cause a re-evaluation of the peer institutions and establishment of a new peer benchmark.
   (principles 4, 6, 7, 9, 10, 11)

6. The SBHE will continue to approve the base tuition rate at each campus. However, institutions should be given discretion in establishing additional tuition rate charges and discounting policies for targeted programs.
    (principles 2, 3, 4, 5)

Capital Asset Funding
- Replace the current OMB building formula which is based on a 50-years sum-of-the-years digit method, with a building formula based on 2% of building replacement value for all buildings that are 5 years or older, and 0% for buildings less than 5 years old.
- Maintain current OMB infrastructure formula.
- Deferred maintenance be factored into the new capital assets funding formula along with the revised building formula and the current infrastructure formula.
- The use of the pool of dollars generated by this new combined formula be left to the discretion of the institution (with appropriate approvals by the SBHE where required for projects greater than $100,000). Campuses would be given the authority to allocate dollars to repair and replacement priorities for both deferred maintenance and regular repair and replacement projects as determined by the campus.
- The SBHE continue the major capital project priority process for establishing funding priorities for major new construction and major renovation/remodeling projects.
- Phased-in capital assets funding model to reach full funding of the buildings and infrastructure formula over a ten-year period and to address the deferred maintenance backlog that currently exists over approximately a fourteen year period.
- Campuses be allowed to continue carrying over unspent capital asset funding from one biennium to the next in order to complete projects started in one biennium, but not completed until the next; and/or to accumulate funds to complete large projects that require multi-year funding.
- Institutions be required to demonstrate they have expended funds in amounts are least as large as appropriations or place funds in escrow for larger renewal projects.
- At the time full funding is achieved, cease requiring additional capital renewal/replacement funds, beyond this level, to the institutions for these purposes---except for deferred maintenance.
- The new capital asset funding model be applied to new state buildings built on campus; but no new operating funds be added to the base operating budget for operating costs, if the operating base is already at the benchmark target.

State Priorities Funding
Appropriation requests and legislative appropriations for incentive/special initiatives to the SBHE to support state priorities will be made equivalent to 2 percent of the total NDUS state general fund appropriation, phased-in over six years. Two percent currently equals $5.4 million per biennium, not including appropriations for the NDUS Office, agricultural experiment centers, NDSU Extension Service and other related entities. If these are included, 2 percent equals $8.1 million per biennium.
    (principles 4, 8)

North Dakota University System
Operating Benchmarks
November 15, 2001

Below are the operating benchmarks (combined state appropriation and net tuition revenues) for each institution to be used to develop biennial budget requests and final legislative appropriations.

NDSU, excluding Ag Extension and Experiment Station	$10,500
UND, including Medical School	$13,250
DSU	$ 7,500
MaSU	$ 9,000
MiSU	$ 8,500
VCSU	$ 9,000
BSC	$ 7,750
MiSU-BC	$ 9,000
NDSCS	$ 8,500
LRSC	$ 9,250
WSC	$ 7,500

Appendices

Appendix A

Definitions and Considerations for Developing
Vision and Mission Statements and Strategic Plans**

I. Background

There is considerable information available on the topic of strategic planning. There is, however, also considerable variation in the key components included in a strategic plan and the definitions used. Part of the variation can be explained by the ever-evolving nature of this field of study and the dynamics of modern-day, high-performance organizations.

When the concept of strategic planning emerged in the early 1950s and began replacing long-range planning as a planning tool, increased emphasis was placed on the process involved in planning, but the concept still focused primarily on four major components: (1) external and internal assessment of challenges and opportunities (2) goals (3) objectives and (4) time-lines. Components such as mission and vision were not part of strategic planning until decades later.

Over time, the components of mission, vision, core values, benchmarks and success indicators, each made their way into the strategic planning process and guidelines. These additional components and the absence of a consistent set of definitions for each have caused confusion for those attempting to stay abreast of and adopt high performance leadership and management tools for their organizations.

II. Purpose

The purpose of this document is to provide information for use by the State Board of Higher Education for developing a vision statement, mission statement, and other key components of a strategic plan for the North Dakota University System. An additional purpose is to develop consistency among the campuses and the board regarding plan components and definition of terms used in this document and the related campus alignment plans.

** Dunn, Eddie V., Vice Chancellor for Strategic Planning, North Dakota University System, Fargo, North Dakota, January 1, 2001.

III. Overview of Strategic Planning

Joel Lapin, consultant and nationally recognized authority on strategic planning, recently conducted a review of literature on this topic. This section provides highlights from that review and from the strategic planning materials developed by Mr. Lapin.

When you ask, *what* are we going to do, you are talking about a strategic plan.

When you ask, *when and how* are we going to do it, you are talking about an operations plan – which includes the details in achieving the goals of the strategic plan.

Strategic planning is an outside-in approach that answers the question: *What do we do?*

The development of a strategic plan is the responsibility of the leadership of an organization and is more externally driven, as opposed to the development of an operational plan, which has greater participation at all levels and is more internally driven.

The purpose of external environmental scanning and forecasting is to enable an organization to develop and use a set of external trends to anchor a strategic plan.

Characteristics of a strategic plan:
- Systematic and on-going
- Anticipate and respond
- 3 - 5 years beyond present
- Focuses on external environment
- Deals with big issues
- Spans organizational boundaries
- Deals with uncertainty
- Values expert judgment

Operational planning is an inside-out approach that answers the question: *How and when do we do it.*

Characteristics of an operational plan:
- 1-2 year time frame
- Internally focused
- Determined by strategic plan
- Deals with micro issues
- Tied to organizational units
- Tied to budget/spending
- Relatively certain
- Highly participatory

IV. Conclusions from Literature Review

A. Components of a Strategic Plan
The key components of a modern-day strategic plan typically include:
1. Vision statement
2. Mission statement
3. Core/shared values
4. Long-range goals
5. Long-range objectives

A scan of the environment in which the enterprise operates precedes and provides the foundation for the above five components of a strategic plan.

B. Components of an Action Plan
The implementation of a strategic plan is accomplished through action plans (also referred to as work plans or annual operational plans). Action plans include the details for achieving the long-range goals and objectives.

Action plans typically include:
1. Annual or short-range objectives
2. Tasks or action steps for achieving each objective
3. Timelines for initiating and completing each task
4. Measures of success (major accomplishments, success indicators or accountability measures)
5. Responsibility assignments
6. Tasks linked to budget/spending

C. Description of Key Components
Following is a summary of the definitions and descriptions of the key components of a strategic plan. The source for each description is identified by the corresponding name in the reference section of this report.

1. Mission vs. Vision
The terms mission and vision are often used interchangeably while, in reality, the terms represent distinctly different concepts. Vision is about potential and the possibilities; i.e., the outer limits of what can be imagined and achieved. It is a combination of what is possible coupled with the organization's expressed level of desire to achieve it. (Dunn)

Mission, conversely, is about focus and defining. It is about defining the business the organization is in, the purpose and the market to be served. A clear indication of the narrower focused meaning of the term "mission" is reflected in the often used phrase, "*on a mission*." A helpful way to distinguish between the two terms might be: *vision is what you dream about, whereas, mission is what you get about*. (Dunn)

2. **Mission**

   A mission is the ultimate purpose of your organization. The reason you exist. A clear concise statement of the business you are in. (Schwahn)

   A mission statement is a general statement of the fundamental purposes of an organization and is the foundation for developing the organization's goals and objectives. A mission statement answers the following four questions: (1) who are we? (2) what do we do? (3) for whom do we do it? and (4) why do we do it? (Lapin)

   A mission statement should include three components. It should define and distinguish: (1) the business the organization is in (higher education, banking, air transportation, etc.), (2) what it is the organization intends to do (the product or service to be provided) and (3) the market to be served (for whom). (Dunn)

   A mission statement (in relation to a vision statement) provides the more immediate purpose and focus for an organization. (Dunn)

3. **Vision**

   A vision is what will you look like when you are at your very best. (Schwahn)

   To be an effective vision, the vision statement must be:
       Describable – clear, concrete, easy to communicate
       Direction setting for individuals and the organization's future
       Desirable – excite and enthuse
       Doable – but not without risk
       A vision must be inspirational (Schwahn)

   A vision is a concrete description, in present tense terms, of what your organization will look like, function like, and be doing when it is operating at its ideal best. (Schwahn)

   A vision is a realistic, credible, attractive future for an organization. Visions are about possibilities, about desired futures. Simply, a vision is an ideal and unique image of the future. (Lapin)

   A vision is a mental image or concept of a desired outcome to be achieved; a picture of what the team, organization, business or enterprise should accomplish. A vision statement helps others imagine the accomplishment of the organization. (Albrecht)

   A vision statement (in relation to a mission statement) provides the longer-term vision of what the organization intends to achieve. (Dunn)

A vision statement should include two components. It should define and articulate: (1) what is envisioned as being possible within the scope of the business the organization is in (the business as defined in the mission statement), coupled with (2) the organization's expressed level of desire to achieve it; i.e., the intended level of performance/achievement. (Dunn)

4. Goals

A goal is a broad statement that describes ultimate ends and achievements for an organization and provides a general focus for organizational action. (Lapin)

A goal is an achievement, consistent with the organization's values, mission, and/or vision, toward which effort and resources are directed. Goals are usually general statements of direction and not measurable. (Schwahn)

A goal is the desired result which serves to provide focus for the organization's resources and capabilities. Goals provide the guiding direction for the team's efforts. Objectives are the intermediate targets (sub-parts) for the respective goals. (Dunn)

5. Objectives

Objectives are specific in nature and consist of the following elements:
1. Identify what will be accomplished
2. When it will be accomplished
3. How accomplishments will be measured (Lapin)

At some point in time, it can be stated that the objective has been completed and there is specific evidence of its accomplishment – a quantifiable or concrete measure of completion.

Objectives are specific results to be achieved in reaching the overall goal. An objective has a very specific, well-defined result and a deadline for achieving it. For a statement to be an objective, it must satisfy the following criteria: **S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**ime-targeted (**SMART**). (Dunn with original source unknown)

Objectives are the specific action-oriented steps by which a goal is achieved. Objectives are specific and measurable. (Schwahn)

6. Core Values

Core values are those values that are widely understood, publicly endorsed and consistently acted upon by the organization and each of its members. (Schwahn)

Core values are the few critically important values used to guide the organization in accomplishing its mission. The basic beliefs which guide a leader's actions; the things a leader and team members regard as important and worthwhile in connection with a particular enterprise. (Albrecht)

7. **Action Plan**

An action plan is a brief, specific, written plan for accomplishing the organization's goals. It contains a list of definite tasks to be completed to accomplish the goals and objectives and a timetable for accomplishing each task. The action plan includes the specific responsibilities assigned to team members. (Albrecht)

8. **Strategy**

A strategy is the most effective plan or method, within the constraints of dedicated resources, for achieving the organization's goals and vision. (Schwahn)

V. Other Considerations

This report focuses on the content portion of strategic planning (definitions and descriptions). It does not address the process portion. However, it is recognized that process is equally as important as content in preparing a strategic plan.

Truism

In addition to satisfying the desired characteristics of a mission statement (giving clear direction and focus for an organization) there is also a truism for this important leadership tool: If the members or employees at all levels of an organization cannot articulate the mission, the organization doesn't have one. This truism suggests in addition to being meaningful, a mission statement should also be concise and memorable.

Parallel Process

It is common for organizations to attempt to develop their vision statement before developing their mission statement; i.e., to develop the larger, long-term picture before developing the more immediate picture. In practice, it is difficult and inefficient to develop the vision initially since the mission provides an important component and the context (the mission defines the business the organization is in) for the vision. Rather than develop the two statements separately or sequentially, strategic planning practitioners are finding it more efficient and practical to develop the mission and vision statements in parallel. This is achieved by developing preliminary (or working) mission and vision statements and refining each as necessary until both are finalized. This approach differs sharply from earlier approaches whereby organizations would focus on one statement, including wordsmithing it to perfection, before turning attention to the other – only to find the first is now no longer perfect. The result is the refinement and wordsmithing would then start all over or, even less desirable, would not start over at all because of the already extensive investment of time and energy.

Timespan

Another change which has taken place in recent years is the time span allowed for developing meaningful mission and vision statements. It is becoming more common to develop mission and vision statements over weeks or months rather than a day or two during the organization's annual retreat. Annual retreats are sufficient for developing annual plans of work (or operational plans for the year). They may not be sufficient for developing meaningful mission and vision statements for an organization.

Key Message
An additional factor which is finding its way into the strategic planning process is an increased emphasis on the desired message to be conveyed (the key message, tagline, slogan, brand or market-differentiating factor). As a result, it is becoming increasing common for a portion of the strategic planning process to be devoted to defining the desired message and then making sure the mission and vision statements are connected to, and support, this message. Doing so increases the integrity of the key message. For example, the key message the State Board of Higher Education wanted to convey internally and externally is: "The North Dakota University System is the vital link to a brighter future." This key message was not only incorporated into, but became, the vision statement.

Defining the Terms
It is recognized that some authors reverse the definitions for goals and objectives; i.e., define an objective as the overall desired result and define goals as the targets or sub-parts of the objective. The terms presented in this report reflect the more broadly used and accepted definitions and practices; i.e., a goal is defined as the overall desired result and objectives are defined as the targets or sub-parts of a goal.

VI. References

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Appendix B

Conversion Worksheets for Developing Board Objectives from NDUS Strategic Plan

Conversion worksheets are a useful tool for converting long-range goals and long-range objectives in a strategic plan into short-term objectives for an annual operating plan. The worksheets are designed to help the leadership of an organization determine the portion of the total picture (the portion of the long-range goals and objectives) to be accomplished during the coming year. *The following conversion worksheets were developed for converting the long-range goals and objectives (in the NDUS Strategic Plan) into board objectives (for the Annual Operating Plan).*

Conversion Worksheet for Developing Board Objectives for
Long-range Goal - 1

Goal 1: Take the leadership in ensuring key steps required for implementation of the Roundtable are taken, specifically to develop and recommend (to the legislative and executive branches): (a) a long-term plan for the financing of the NDUS; (b) a resource allocation mechanism; and (c) accountability mechanisms, both performance and fiscal	To Be Completed 2001-2002	To Be Completed >2002
Objective 1-1: Develop a long-term plan for the financing of the NDUS. Projected completion date of ____ (date).		
Objective 1-2: Develop a resource allocation mechanism. Projected completion date of ___ (date).		
Objective 1-3: Identify no less than one source and mechanism for each accountability measure needed for routinely (automated as much as possible) obtaining financial and performance accountability data with projected timelines for developing the various mechanisms. Identification of mechanisms and timelines to be completed by ____ (date).		
Objective 1-4: Complete the development of mechanisms needed for routinely obtaining financial and performance accountability data. Projected completion date of ___ (date).		
Objective 1-5: Identify and discontinue data and data-collection practices which can be terminated as a result of the accountability measures identified and agreed to by the Roundtable. Projected completion date of ___ (date).		
Others: ? …		

**Conversion Worksheet for Developing Board Objectives for
Long-range Goal - 2**

Goal 2: Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS	To Be Completed 2001-2002	To Be Completed >2002
Objective 2-1: Change policies and eliminate procedures to allow and encourage flexibility with accountability and to foster entrepreneurial leadership regarding achievement of campus and University System missions and goals. Projected completion date: on-going with annual report on progress by _____ (date).		
Objective 2-2: Determine, through the appropriate measuring devices, the proportion of University System decisionmakers (deans and higher levels) indicting whether they can operate more flexibly now than in the past. Projected completion date: on-going with a report on progress to be provided annually by ___ (date).		
Others:? …		

Goal 3: Develop a University System which has intellectual capacity and programs aligned with the needs of the State	To be Completed 2001-2002	To be Completed >2002
Objective 3-1: Assure, through approval by the SBHE, the plans developed by the campuses are, and continue to be, aligned with the cornerstones and expectations of the Roundtable. Projected completion date: on-going with an annual progress report (time span to include July 1 to June 30 of each year.)		
Objective 3-2: Expand the offering of educational courses on the topic of entrepreneurship throughout the state. Projected completion date: on-going with an annual progress report provided by ___ (date).		
Objective 3-3: Convene, with North Dakota Department of Commerce, a Research and Development summit which: (1) showcases the research being done in the North Dakota University System, (2) reinforces the value of research and development to economic growth, and (3) encourages entrepreneurial behavior and the use of the principles of entrepreneurship to expand existing businesses and create new businesses in the State. Projected completion date: conducted annually by ___ (date).		
Objective 3-4: Convene a summit which: (1) showcases the contributions and impact of the liberal arts to the educational, social and economic development needs and opportunities of the State; (2) reinforces the value of a liberal arts education; and (3) encourages entrepreneurial behavior and the use of the principles of entrepreneurship to expand existing businesses and create new businesses in the state. Projected completion date: conducted annually by ___ (date).		
Objective 3-5: Support funding for and utilize partnerships, internships and/or local support to provide students access to current and relevant equipment and technology which will enable students to make a smooth transition into the workplace. Projected completion date of ___ (date).		
Others: ? …		

Conversion Worksheet for Developing Board Objectives for
Long-range Goal - 4

Goal 4: Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota: (a) learning centers; (b) distance delivery; (c) collaborative delivery; and (d) duplicated programs where appropriate	**To be Completed 2001-2002**	**To Be Completed >2002**
Objective 4-1: Enhance or expand learning centers as necessary to assure the capacities of the NDUS are accessible throughout the state. Projected completion date: on-going with an annual report on progress by ___ (date).		
Objective 4-2: Increase distance delivery of courses and programs. Projected completion date: on-going with an annual report on progress by ____ (date).		
Objective 4-3: Increase collaboration among University System campuses and tribal and private colleges in the delivery of courses, programs and services. Projected completion: on-going with an annual report on progress by ___ (date). ((Note: may need to be more specific).		
Objective 4-4: Increase availability of courses and programs throughout the state, including duplication where appropriate. Projected completion date: on-going with annual report on progress by ___ (date).		
Others: ? …		

Conversion Worksheet for Developing Board Objectives for
Long-range Goal - 5

Goal 5: Cooperate with other participants in collectively moving the agenda of the Roundtable forward	To Be Completed 2001-2002	To Be Completed >2002
Objective 5-1: Develop and maintain a plan for sustaining the vision created by the Roundtable. Projected completion date: on-going with initial plan completed by _____ (date).		
Objective 5-2: Prepare an annual report on progress in implementing the NDUS Strategic Plan and present progress report at annual Roundtable meeting. Projected completion date: annually with report prepared by ___ (date).		
Objective 5-3: Ensure the Roundtable is convened on an annual basis, in cooperation with the North Dakota Legislative Council and other major stakeholders, to gain new input from stakeholders and to report on progress on the part of the University System and its stakeholders. Projected completion date: annually on a date agreeable to stakeholders.		
Objective 5-4: Develop and implement a communications plan for the purpose of keeping the University System, major stakeholders and citizens informed of successes, achievements and progress of the University System toward the vision and expectations expressed in the Report of the Roundtable. Projected completion date: On-going with annual summary report including audiences reached, media used, presenters involved, etc., to the Board on _____ (date).		
Others: ? …		